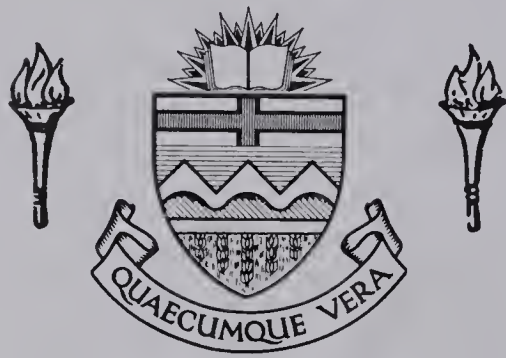


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A STUDY OF TEACHER SATISFACTION IN RELATION
TO PROFESSIONAL ORIENTATION AND PERCEIVED
HIERARCHICAL AUTHORITY IN THE SCHOOL

by



DOUGLAS ALBERT SCHMIT

A THESIS

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The undersigned certify that they have read, and recommend to the Faculty of Graduate Studies for acceptance, a thesis entitled "A STUDY OF TEACHER SATISFACTION IN RELATION TO PROFESSIONAL ORIENTATION AND PERCEIVED HIERARCHICAL AUTHORITY IN THE SCHOOL" submitted by Douglas Albert Schmit in partial fulfilment of the requirements for the degree of Master of Education.

ABSTRACT

The central problem of this thesis was to determine if teachers possessing different degrees of professional orientation, who taught in schools with a specific level of hierarchical authority, differed in satisfaction.

In addition, an attempt was made to determine the relationship between teachers' satisfaction and such variables as hierarchical authority of the school, professional orientation possessed by the teacher, teaching experience, and years of service in a school.

Another problem investigated in this study was the relationship between professional orientation and years of teaching experience.

Finally, an investigation was made of the relationship between hierarchical authority and size of school.

The sample consisted of 223 teachers in thirty-three different schools of a single urban school system. Perceived hierarchical authority scores for schools were obtained from teachers' responses to the Organizational Authority Inventory. Professional orientation was measured by means of the Role Orientation Scale. Satisfaction scores for teachers were obtained from their responses to a Satisfaction Scale.

A negative and significant relationship was found between teachers' satisfaction and level of hierarchical authority of a school.

No significant relationship was found to exist between teachers'

satisfaction and level of professional orientation.

No significant differences were found in the satisfaction of groups of teachers classified according to years of experience or years of service in a school. Significant curvilinear relationships were found between satisfaction and the two variables of experience and years of service.

No significant relationship was found between professional orientation scores and years of teaching experience.

No significant relationship was found between hierarchical authority and size of school.

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TABLE OF CONTENTS

CHAPTER	PAGE
I. THE PROBLEM AND DEFINITION OF TERMS USED	1
Introduction	1
Importance of the Study	3
Statement of the Problem	6
Definition of Terms	7
Authority score	7
PROS score	8
High-professionally orientated teachers	8
Low-professionally orientated teachers	8
Satisfaction	8
Satisfaction score	8
School size	8
School type	8
Junior high	8
Schools high in hierarchical authority	8
Schools low in hierarchical authority	9
Teacher	9
Assumptions	9
Delimitations	9

CHAPTER

PAGE

Limitations	10
-----------------------	----

II. REVIEW OF RELATED LITERATURE AND STATEMENT OF

HYPOTHESES	11
----------------------	----

Related Literature and Theoretical Framework	11
--	----

Bureaucratization	11
-----------------------------	----

Professionals in organization	13
---	----

Professionalism	14
---------------------------	----

Professionalism versus bureaucracy	16
--	----

Related Satisfaction Research	18
---	----

Teacher autonomy, decision-making, involvement and satisfaction.	18
---	----

Teacher satisfaction and teacher characteristics	21
--	----

Teacher experience	21
------------------------------	----

Years of service in a school	21
--	----

Other characteristics	22
---------------------------------	----

Relationship between professional orientation and teaching experience	22
--	----

Relationship between hierarchical authority and size of school	22
--	----

Summary of the Research	23
-----------------------------------	----

Statement of the Hypotheses	24
---------------------------------------	----

Hypothesis 1	24
------------------------	----

CHAPTER	PAGE
Hypothesis 2	24
Hypothesis 3.1	24
Hypothesis 3.2	24
Hypothesis 4	25
Hypothesis 5	25
Hypothesis 6	25
Hypothesis 7	25
III. RESEARCH PROCEDURES	26
The Sample	26
Teachers	26
Schools	26
Instruments	27
Teacher Information Sheet	27
Organizational Authority Inventory	27
Role Orientation Scale	28
Satisfaction Scale	29
Data Collection	30
Treatment of the Data	31
Data deck	31
Scale scores; authority, professional orientation and satisfaction	31
Division of schools into groups.	33

CHAPTER	PAGE
Division of teachers into groups	34
Statistical treatment.	34
Summary.	40
IV. ANALYSIS OF THE DATA	41
Teacher Satisfaction and Hierarchical Authority	41
Findings	41
Discussion	41
Teacher Satisfaction and Professional Orientation	44
Findings	45
Discussion	45
Teacher Satisfaction, Professional Orientation and	
Hierarchical Authority	45
Findings	48
Discussion	48
Teacher Satisfaction and Teaching Experience	50
Findings	50
Discussion	50
Teacher Satisfaction and Length of Service in a School	53
Findings	53
Discussion	56

CHAPTER	PAGE
Professional Orientation Score and Years of Teaching	
Experience	56
Findings	57
Discussion	57
Hierarchical Authority and School Size	60
Findings	60
Discussion	60
Summary	60
V. SUMMARY, CONCLUSIONS AND IMPLICATIONS	64
Summary	64
The problem	64
The sample.	64
Instruments	65
Collection of data	65
Analysis	66
Results	66
Conclusions	67
Implications	68
Implications for school principals	68
Implications for administrative training programs	69
Implications for further research	70

CHAPTER	PAGE
BIBLIOGRAPHY.	72
APPENDIX A. Tables	77
APPENDIX B. Correspondence and Questionnaire	82

LIST OF TABLES

TABLE		PAGE
I.	Means, Standard Deviations and Distribution for Authority, Professional Orientation and Satisfaction Score	32
II.	Distribution of Authority Scores.	35
III.	Distribution of Professional Orientation Scores	35
IV.	Multiple Linear Regression Analysis: Satisfaction Scores of Teachers in Three Groups of Schools Classified According to Degree of Hierarchical Authority	42
V.	Multiple Linear Regression Analysis: Satisfaction Scores of Teachers in Three Groups Classified According to Degree of Professional Orientation	46
VI.	Multiple Linear Regression Analysis: Satisfaction Scores of Teachers in Schools (1) High and (2) Low in Hierarchical Authority Grouped According to High or Low Professional Orientation Score	49
VII.	Multiple Linear Regression Analysis: Satisfaction Scores of Teachers in Six Groups Classified According to Length of Teaching Experience	51
VIII.	Multiple Linear Regression Analysis: Satisfaction Scores of Groups of Teachers Classified According to Years of Service in Their School	54

TABLE	PAGE
IX. Multiple Linear Regression Analysis: Professional Orientation Scores of Teachers in Six Groups Classified According to Years of Teaching Experience	58
X. Means, Variance and Value of "t" for Schools Classified According to Size.	61
XI. Summary of the Findings Related to Hypotheses 1 to 7	62
XII. Goodness of Fit of Normal Frequencies to Frequencies of Satisfaction Scores	78
XIII. Goodness of Fit of Normal Frequencies to Frequencies of Authority Scores	79
XIV. Goodness of Fit of Normal Frequencies to Frequencies of Professional Orientation Scores.	80
XV. Measure of Skewness and Kurtosis of Distribution of Satisfaction Scores	81
XVI. Correlation Ratios for Hypotheses 2, 4 and 5	81

LIST OF FIGURES

FIGURE	PAGE
1. Conceptual Model	18
2. Means of Satisfaction Scores in Groups of Schools Classified According to Degree of Hierarchical Authority	43
3. Means of Satisfaction Scores in Groups of Teachers Classified According to Degree of Professional Orientation Held	47
4. Means of Satisfaction Scores of Groups of Teachers Classified According to Length of Teaching Experience	52
5. Means of Satisfaction Scores of Groups of Teachers Classified According to Length of Service in a School	55
6. Mean Professional Orientation Scores of Groups of Teachers Classified According to Years of Teaching Experience	59

CHAPTER I

THE PROBLEM AND DEFINITION OF TERMS USED

I. INTRODUCTION

Recent literature indicates the decline of the independent practitioner among professionals and the emergence of the "professional-in-the-organization".¹ Anderson suggests that an ever increasing trend is towards professional activities being performed within complex organizations bureaucratically organized.² Today, Vollmer and Mills suggest, hospitals, medical clinics, law firms, industrial corporations, schools, universities and even churches are becoming more bureaucratic in character.³ The professional employed in such institutions has roles and expectations different from those of the independent professional described in earlier literature.

Clarke illustrates the dilemma of the professional-in-the-organization in his statement:

He gains authority, compared to most employees, by virtue of his special knowledge and skills; he loses authority; compared to the man working on his own, by virtue of the fact that

¹Howard N. Vollmer and Donald L. Mills (eds.), Professionalization (Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1966), p. 264.

²James Anderson, "The Teacher: Bureaucrat or Professional", Educational Administration Quarterly, III (Autumn, 1967), p. 292.

³Vollmer and Mills, loc. cit.

organizations locate much authority in administrative positions.⁴

A situation facing organizations who employ professionals is described by Anderson:

By far, the most critical dilemma posed for the organization is how to reconcile the expectations of autonomy and individual responsibility of highly trained professionals with the bureaucratic hierarchical demand for centralized control.⁵

The preceding statements imply disagreement between the professional and bureaucratic concepts of authority.

Research suggests the existence of conflict between the teacher's professional role and administrative authority in the school.^{6,7} MacKay attempted to determine the applicability of the traditional bureaucratic model to school organization.⁸ Hrynyk investigated the nature of professionalism

⁴Burton R. Clarke in Professionalization, Howard M. Vollmer and Donald L. Mills (eds.), (Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1966), p. 288.

⁵Anderson, loc. cit.

⁶James G. Anderson, "The Authority Structure of the School: System of Social Exchange, Educational Administration Quarterly, III (Spring, 1967), pp. 130-48.

⁷Charles E. Bidwell, "The Administrative Role and Satisfaction in Teaching," Journal of Educational Sociology, XXIX (1955), pp. 41-47.

⁸David A. MacKay, "An Empirical Study of Bureaucratic Dimensions and Their Relation to Other Characteristics of School Organizations", (unpublished Doctoral dissertation, University of Alberta, Edmonton, 1964).

among Alberta teachers.⁹ Robinson studied the relationships between the professional role orientation of teachers and principals and the bureaucratic dimensions of school organization.¹⁰

The implications are that the professional and bureaucratic ideologies exhibit diametrical views on the emphasis of hierarchical authority. This variance on emphasis of hierarchical authority raises the question whether teachers possessing different degrees of professional orientation, who teach in schools with a specific level of hierarchical authority, will differ in satisfaction.

This question was the major problem researched in this study. In addition, the relationships of years of teaching experience and years of service in a school to teacher satisfaction were investigated. Minor problems investigated were the relationship of years of teaching experience to professional orientation and the relationship of size of school to hierarchical authority.

II. IMPORTANCE OF THE STUDY

Evidence from non-educational settings illustrates that inconsistencies

⁹Nicholas P. Hrynyk, "Correlates of Professional Role Orientation in Teaching" (unpublished Doctoral dissertation, University of Alberta, Edmonton, 1965).

¹⁰Norman Robinson, "A Study of the Professional Role Orientations of Teachers and Principals and Their Relationships to Bureaucratic Characteristics of School Organizations" (unpublished Doctoral dissertation, University of Alberta, Edmonton, 1966), p. 152.

existing between professional and bureaucratic principles are responsible for tensions and conflict. McEwan found that the professional roles of physicians in the military were incompatible with their bureaucratic roles.¹¹ Ben-David, in a study of physicians employed by Israeli medical care organizations, discovered that the physicians indicated high dissatisfaction over administrative inefficiency and interference.¹²

In the educational scene, Becker, in a study of public school teachers, reported: "Conflict arises when the principal ignores his teachers' needs for professional independence."¹³ Corwin, in a study of professionals in public organizations, found:

. . . persons who held simultaneously high-professional and low-employee orientations had higher rates of conflict than persons who held low-professional and high-employee orientations, or any of the other possible role combinations.¹⁴

¹¹William J. McEwan, "Position Conflict and Professional Orientation in a Research Organization," Administrative Science Quarterly, I (September, 1956), pp. 200-24.

¹²J. Ben-David, "The Professional Role of the Physician in Bureaucratized Medicine: A study in Role Conflict", Human Relations, XI (August, 1958), pp. 255-74.

¹³Howard S. Becker, "The Teacher in the Authority System of the Public School," Journal of Educational Sociology, XXVII (November, 1953), p. 137.

¹⁴Ronald G. Corwin, "Professional Persons in Public Organizations," Educational Administration Quarterly, I (Autumn, 1965), p. 15.

Washburne, in a study of stress due to role conflict of teachers, stated:

[The teacher] is caught between the structural demands of the bureaucratic organization, the traditional demands of the community, and a series of 'ideal' demands associated with the profession.¹⁵

The evidence of conflict between the professional authority of the teacher and the bureaucratic structure suggests the possibility that a high professionally orientated teacher would express dissatisfaction with a school organized on a more bureaucratic basis. Research by Chase¹⁶ and Bidwell¹⁷ indicating that teacher morale and satisfaction are related to participation in planning and in formulating policies would appear to support the assumption that teachers prefer a non-bureaucratic structure in the school. MacKay's findings contradicted this assumption, however. He found that even though most schools in his sample tended to be non-bureaucratic, most staff members wanted an increased emphasis upon the very characteristics which are said to be bureaucratic.¹⁸ The one bureaucratic feature which teachers did

¹⁵Chandler Washburne, cited by W. B. Brookover and D. Gottlieb, A Sociology of Education (second edition; New York: American Book Company, 1964), p. 118.

¹⁶Francis S. Chase, "Factors for Satisfaction in Teaching," Phi Delta Kappan, XXXIII (1951), pp. 127-32.

¹⁷Bidwell, loc. cit.

¹⁸MacKay, op. cit., p. 172.

not emphasize was hierarchical authority. MacKay noted in a later discussion of his research that teachers were not particularly satisfied that a school where hierarchical authority was emphasized was a "good school". He proposed that where authority relationships are of the bureaucratic type, teacher satisfaction with the organization is significantly reduced.¹⁹ Robinson was unable to find any significant relationship between professional scores of teachers and a desire for hierarchical authority.²⁰

A review of the literature and research suggests some doubt as to the views of professional teachers towards hierarchical authority. Do teachers differ in expressed satisfaction with different degrees of hierarchical authority? Is satisfaction related to the level of professionalism possessed by the teacher and the degree of hierarchical authority in the school? These are only a few of the questions which require further investigation.

III. STATEMENT OF THE PROBLEM

The central problem of this thesis was to determine if teachers possessing different degrees of professional orientation, who taught in schools with a specific level of hierarchical authority, differed in satisfaction.

¹⁹David A. MacKay, "Should Schools be Bureaucratic?" The Canadian Administrator, IV (November, 1964), p. 7.

²⁰Robinson, op. cit., p. 158.

More specifically, the central problem was broken down into the following researchable sub-problems:

1. What is the relationship between teacher satisfaction and degree of hierarchical authority in the school?
2. What is the relationship between teacher satisfaction and degree of professional orientation?
3. Are there significant differences in the satisfaction of groups of teachers classified according to their degree of professional orientation and degree of hierarchical authority in their school?

The following sub-problems related to teacher satisfaction were:

4. What is the relationship between years of teaching experience and satisfaction?
5. What is the relationship between teacher satisfaction and length of service in a school?
6. What is the relationship between the professional orientation of the teacher and length of teaching experience?
7. What is the relationship between hierarchical authority and size of school?

IV. DEFINITION OF TERMS

Authority Score

The mean score on the Organizational Authority Inventory of all teachers from a school .

PROS Score

The total score received by a teacher on the Role Orientation Scale.

High-Professionally Orientated Teachers

Teachers who had a PROS score in the upper third of all the PROS scores.

Low-Professionally Orientated Teachers

Teachers who had a PROS score in the bottom third of all the PROS scores.

Satisfaction

The feelings or attitudes teachers held towards the organization of their school and their teaching position.

Satisfaction Score

A teacher's total score on the Teacher Satisfaction Scale.

School Size

The number of full time teachers teaching in a school.

School Type

The school type refers to whether the school is elementary-junior high, junior high or junior-senior high.

Junior High

This term refers to Grades VII, VIII and IX. In the context of this study, junior high used as a description of the type of school refers to one, some or all of these grades being taught in that school.

Schools High in Hierarchical Authority

This term refers to schools with an Authority Score in the upper third of all Authority Scores.

Schools Low in Hierarchical Authority

This term refers to schools with an Authority Score in the bottom third of all Authority Scores.

Teacher

In this study, teacher refers to any teacher teaching junior high classes fifty percent or more of the school day. It excludes principals, assistant and vice-principals.

V. ASSUMPTIONS

1. It was assumed that the satisfaction instrument possessed a degree of validity and reliability suitable for the proposed study.

2. It was assumed that the division of teachers into groups of high and low professional orientation was based upon a significant difference in the measure of degree of professional orientation.

3. It was assumed that the division of schools into groups of high and low hierarchical authority was based upon a significant difference in the measure of hierarchical authority.

VI. DELIMITATIONS

The study was delimited to the junior high teachers of a large urban separate school system. It was further delimited to those teachers teaching junior high grades fifty percent or more of the time.

VII. LIMITATIONS

The major limitations of this study reside in the instruments used and the variables selected for study. Hierarchical authority, one of the major dimensions involved, is only one element of bureaucracy. Furthermore, it is possible that the satisfaction measured may include factors other than the interaction of the teacher's and school's emphases on hierarchical authority. To the extent that these measures include the effects of other factors, they constitute a limitation upon this study. Other personal or organizational factors, except for the variables of sex, training, experience, length of service in the school, school size and type, which have been statistically controlled, were not accounted for.

Another limitation is that the sample selected did not meet the requirement of random sampling from a larger population, thus statistical inferences beyond the group investigated are not justifiable.

CHAPTER II

REVIEW OF RELATED LITERATURE AND STATEMENT OF HYPOTHESES

The purpose of this chapter is to elaborate on the background of the problem and to develop the hypotheses. The literature reviewed for the theoretical framework is drawn primarily from the theoretical writings and related research on bureaucracy and professionalism. The research relevant to teacher satisfaction provides the background for the hypotheses.

I. RELATED LITERATURE AND THEORETICAL FRAMEWORK

Bureaucratization

During the twentieth century many of the tasks and responsibilities of society have been assumed by complex organizations. "In contemporary society," Blau states, "bureaucracy has become a dominant institution, indeed, the institution that epitomizes the modern era."¹ Coinciding with this trend is the decline of the independent professional and the predominant move towards the professional being employed by organizations. "No profession has escaped the advancing tide of bureaucratization."² The increasing number of professionals

¹Peter M. Blau, Bureaucracy in Modern Society (New York: Random House, 1956), p. 20.

²Howard M. Vollmer and Donald L. Mills (eds.), Professionalization (Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1966), p. 264.

performing their professional duties within bureaucratic settings has resulted in increased attention being focused on the conflict occurring between organizational demands and professional training and expectations.³

Hall summarized the views of various writers on the characteristics or dimensions of the ideal bureaucracy.⁴ The six bureaucratic dimensions he identified were: hierarchy of authority; specialization; rules for incumbents; procedural specifications; impersonality; and technical competence. For the purposes of this study, only one dimension is considered, hierarchical authority.

These dimensions, present in all organizations in varying degrees, represent a form of organization prevalent in our society. Many researchers have illustrated that school organization contains many elements of bureaucracy.^{5,6,7,8,9}

³James G. Anderson, "The Teacher: Bureaucrat or Professional?" Educational Administration Quarterly, III (Autumn, 1967), p. 292.

⁴Richard H. Hall, "An Empirical Study of Bureaucratic Dimensions and Their Relation to Other Organizational Characteristics", (unpublished Doctoral dissertation, Ohio State University, Columbus, 1961).

⁵Ronald G. Corwin, "Professional Persons in Public Organizations," Educational Administration Quarterly, I (Autumn, 1965), pp. 1-22.

⁶Francis S. Chase, "Factors for Satisfaction in Teaching," Phi Delta Kappan, XXXIII (1951), pp. 127-32.

⁷Wesley P. Eddy, "A Study of Local-Cosmopolitan Role Orientation in Relation to Bureaucracy and Certain Selected Characteristics of Teachers," (unpublished study, University of Alberta, Edmonton, 1967) (Mimeographed).

⁸David A. MacKay, "An Empirical Study of Bureaucratic Dimensions and Their Relation to Other Characteristics of School Organizations" (unpub-

Professionals in Organizations

The literature suggests forces such as professionalization are creating forms of organization alternative to the classical bureaucratic organization. Corwin states: "Professional principles constitute a prominent but competing way of organizing an employee society."¹⁰

Professionalism's influence on organizations has been examined by Etzioni. He distinguishes four types of organizations which use professional skills in their endeavors: (1) non-professional organizations; (2) service organizations; (3) full-fledged professional organizations; and (4) semi-professional organizations.¹¹ The semi-professional organization, in which Etzioni classifies teachers, differs from the full-fledged organization in that it employs professionals whose training is shorter (less than five years) and who are less concerned with the question of life and death. In addition, these professionals' work generally involves communicating knowledge rather than creating or applying it. The professional in this type of organization has less autonomy than the professional in the full-fledged professional organization.

lished Doctoral dissertation, University of Alberta, Edmonton, 1964).

⁹Norman Robinson, "A Study of the Professional Role Orientations of Teachers and Principals and Their Relationship to Bureaucratic Characteristics of School Organizations" (unpublished Doctoral dissertation, University of Alberta, Edmonton, 1966).

¹⁰Corwin, op. cit., p. 4.

¹¹A. Etzioni, Modern Organizations (Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1964), pp. 77-90.

Bureaucracy is a means of ordering and specifying relationships among personnel in an organization. These relationships are based on rationality, with authority being placed in the position. Professional principles on the other hand, place authority in knowledge and in the individual. Professional principles constitute a basis for conceptualizing conflict which will occur between the professional and the organization.

Professionalism

It is extremely difficult if not impossible to define the concept of a profession or professionalism. One solution is to define an ideal type profession and place the various occupational groups on a continuum with the ideal professional type at one end and the non-professional type at the other.

Greenwood identified the essential elements in the ideal type profession as:

1. A basis of systematic theory.
2. Authority recognized by the clientele of the professional group.
3. Broader community sanctions and approval of this authority.
4. A code of ethics regulating relations of professional persons with clients and with colleagues.
5. A professional culture sustained by professional formal association.¹²

¹²Ernest Greenwood, cited by Howard M. Vollmer and Donald L. Mills (eds.), Professionalization, (Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1966), p. 10.

He suggests there are no clearcut distinctions between professions and non-professions: "We must think of the occupations in society as distributing themselves along a continuum."¹³ Flexner suggested such a continuum over fifty years ago.¹⁴ Gross¹⁵ and Becker¹⁶ proposed similar models for rating professionalism. The movement of an occupational group along the continuum towards the ideal model is termed "professionalization".¹⁷

Hrynyk, on the basis of an extensive review of writings on professionalism, proposed five basic dimensions of an ideal profession. The dimensions selected were:

- I. Knowledge dimension. The expertness and work of a professional is based on an esoteric, theoretical body of knowledge. The professional has a responsibility to maintain and extend his body of knowledge.

¹³Ibid.

¹⁴A. Flexner, "Is Social Work a Profession?" School and Society, XXVI (January, 1915), p. 910.

¹⁵Edward Gross, Work and Society (New York: The Thomas Crowell Company, 1958).

¹⁶Howard S. Becker, "The Nature of a Profession," Education for the Professions: The Sixty-First Yearbook of the NSSE, Nelson B. Henry, editor (Chicago: University of Chicago Press, 1962).

¹⁷Harold M. Vollmer and Donald L. Mills (eds.), Professionalization (Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1966), p. 2.

2. Service dimension. The professional is considered altruistically oriented.
3. Core-organization dimension. The organization enforces standards, codes of ethics and entrance requirements to the profession. It serves as the core about which the profession advances.
4. Colleague-profession dimension. Strong identification and affiliation with the profession leads to unity of colleagues.
5. Client-autonomy dimension. The professional is involved in client relationships unique to the profession. This places the professional in a position of autonomy over the client who is not competent to make decisions about the procedures and practices of the professional.¹⁸

Professionalism versus Bureaucracy

Some writers imply that all bureaucratic principles and all professional principles are incompatible. Others disagree. Parsons has noted the similarity of the bureaucrat and professional on emphasis of technical competence.¹⁹

¹⁸Nicholas Hrynyk, "Correlates of Professional Role Orientation in Teaching" (unpublished Doctoral dissertation, University of Alberta, Edmonton, 1966), pp. 19-25.

¹⁹Talcott Parsons, "Introduction to Max Weber," The Theory of Social and Economic Organizations, A. M. Henderson and Talcott Parsons, translators (Glencoe, Ill.: Free Press, 1947), pp. 60-63.

Specialization is another principle where both agree. Udy, in a study of a large number of organizations, concluded that Weber's model of an ideal bureaucracy contained bureaucratic variables positively related to one another and rational variables positively related to one another. The bureaucratic and rational variable groups were negatively related.²⁰ Robinson, in testing Udy's hypothesis in the school situation, found that specialization and technical competence were positively related to each other but negatively related to the other four bureaucratic dimensions.²¹

Getzels and Guba, in a study of forty-one teachers drawn from four school systems in two states identified three major areas of conflict, each stemming from a central role occupied in addition to the teacher role: the socio-economic role, the citizen role, and the professional role.²² A review of the literature indicates that there is contradiction between professional and bureaucratic expectations of the role of the teacher.

The conceptual model diagrammed in Figure 1 attempts to illustrate how satisfaction or dissatisfaction results from the degree to which the school's organizational structure conforms to the dictates of the teacher's professional orientation.

²⁰S. N. Udy, "'Bureaucracy' and 'Rationality' in Weber's Organization Theory," American Sociological Review (December, 1959), p. 793.

²¹Robinson, op. cit., p. 117.

²²J. W. Getzels and E. G. Guba, "The Structure of Roles and Role Conflict in the Teaching Situation," Journal of Educational Sociology, XXIX (1955), pp. 30-40.

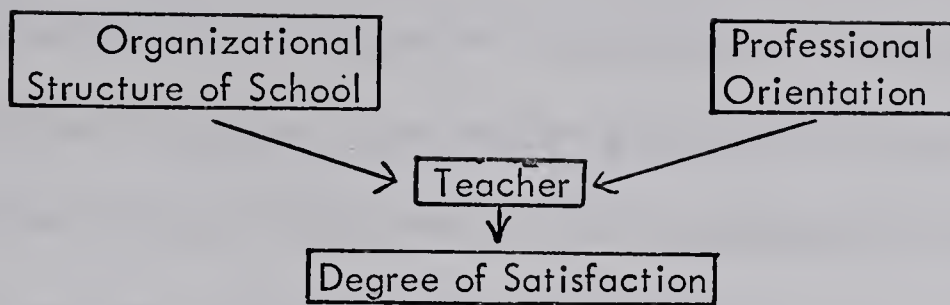


FIGURE 1

CONCEPTUAL MODEL

II. RELATED SATISFACTION RESEARCH

Terms such as attitude, morale, organizational climate and job satisfaction are sometimes used synonymously in the literature. Redefer, in an analysis of morale studies, concluded: "Morale is evidently not determined by one factor, but by a constellation of factors, all of which are important, although some are more important than others."²³ In a study investigating work satisfaction, Herzberg found that job satisfaction was composed of many variables, among them, achievement, salary, possibility of growth, subordinate relations and status.²⁴

Teacher Autonomy, Decision-making, Involvement and Satisfaction

An extensive study by Chase indicated that teacher morale and

²³Frederick L. Redefer, "A Teacher Teaches Better..." National Educational Association Journal, LIII (April, 1964), p. 8.

²⁴Frederick Herzberg et al., The Motivation to Work (New York: John Wiley and Sons, 1959).

satisfaction are related to participation in planning and in formulating policies.²⁵

A study by Bidwell indicated which teachers participate in decision-making.²⁶

Butler's follow-up study of University of Illinois graduates after their first year of teaching resulted in similar findings. He reported:

The most significant causes of job satisfaction, or lack of it, on the part of the beginning teacher are feelings of freedom in the classroom or lack of it, and whether or not they feel involved in school policy making.²⁷

Francoeur found that lack of opportunity to participate in policy making contributed to teachers' dissatisfaction.²⁸

The selective review of research indicates a direct relationship of teacher satisfaction to teacher involvement in decision and policy making. The pattern and amount of teacher involvement in decision making is essentially a description of the school's hierarchical authority. MacKay's description of a "good school" discussed previously, suggested a negative relationship between teacher satisfaction and emphasis on hierarchical authority.²⁹

²⁵Chase, loc. cit.

²⁶Charles E. Bidwell, "The Administrative Role and Satisfaction in Teaching," Journal of Educational Sociology, XXIX (1955), pp. 41-47.

²⁷T. M. Butler, "Satisfaction of Beginning Teachers," The Clearing House, XXXVI, (September, 1961), p. 13.

²⁸Kathleen Francoeur, "Factors of Satisfaction and Dissatisfaction in the Teaching Profession" (unpublished M. Ed. thesis, University of Alberta, Edmonton, 1963), p. 306.

²⁹David A. MacKay, "Should Schools be Bureaucratic?" The Canadian

The literature suggests that a teacher's expectations of hierarchical authority, as dictated by his professional orientation, and the hierarchical authority actually present in his school may not be in concordance. More specifically, a teacher possessing high professional orientation should prefer a school low in hierarchical authority. Research conducted by Corwin is relevant. He investigated some of the implications of possible tensions among professional-employees in the public schools of Ohio and Michigan.³⁰ Professional and bureaucratic (employee) role conception scales were constructed and administered to 284 teachers from secondary schools of varying size. Total professional scale scores of the sample were not significantly correlated with total employee scale scores. This supported his conceptual model which hypothesized professional and bureaucratic (employee) expectations as part of independent systems.

In addition, Corwin randomly selected 143 teachers for open-ended interviews to describe conflict incidents involving themselves and other staff members. He found a significant rank order correlation ($r_s = 0.91$) between the mean professional orientation of the seven schools and their rates of conflict per interview.³¹

Administrator, IV (November, 1964), p. 7.

³⁰Corwin, loc. cit.

³¹Ibid., p. 15.

Teacher Satisfaction and Teacher Characteristics

Teacher Experience. Many of the research findings relating satisfaction to years of teaching experience are contradictory. Okonkwo found that levels of teacher satisfaction tended to increase progressively as years of professional experience increased.³² Eddy found no significant relationship between satisfaction of teachers with their school organization and total teaching experience.³³ An analysis of twenty doctoral dissertations and other studies completed by fifty graduate students over a period of seven years revealed no significant relationship between teacher morale and years of teaching experience.³⁴

Years of Service in a School. Anderson found that greater autonomy was granted to the teachers with more experience in a school district.³⁵ If one assumes this increased autonomy leads to greater satisfaction, then there may be a positive relationship between satisfaction and years of service in a school. Eddy's finding of a significant negative relationship between years of service in a school and satisfaction with the organization appears to refute this assumption.³⁶

³²Anthony E. Okonkwo, "A Study of Teachers' Attitudes and Their Relation to Work Satisfaction" (unpublished M. Ed. thesis, University of Alberta, Edmonton, 1966), p. 117.

³³Eddy, op. cit., p. 126.

³⁴Redefer, loc. cit.

³⁵Anderson, op. cit., p. 293.

³⁶Eddy, loc. cit.

Other Characteristics. Redefer's analysis of morale studies showed no significant relationship between teacher morale and the characteristics of age, sex, marital status, college degrees or advanced studies.³⁷ Similarly, Eddy found no significant relationship between teachers' satisfaction and the characteristics of years of training and age.³⁸

Relationship Between Professional Orientation and Teaching Experience

Hrynyk tested the relationship between Professional Role Orientation scores of teachers and groups of teachers classified according to the number of years of teaching experience. He found a difference significant beyond the .01 level among the mean scores of the groups on the total Professional Role Orientation Scale.³⁹

Using a shorter revision of the Professional Role Orientation Scale, Robinson found no statistically significant difference in teachers' scores when they were grouped on the basis of years of teaching experience.⁴⁰

Relationship Between Hierarchical Authority and Size of School.

Robinson found no significant relationship between hierarchical authority of schools and size of school.⁴¹ MacKay found that hierarchical authority was

³⁷Redefer, loc. cit.

³⁸Eddy, loc. cit.

³⁹Hrynyk, op. cit., p. 183.

⁴⁰Robinson, op. cit., p. 114.

⁴¹Ibid., pp. 137-40.

significantly related to school size.⁴² More specifically, the larger schools possessed a higher degree of hierarchical authority than the small schools. Hartley, in a study of educational bureaucracy, observed that size of school appeared to be a bureaucratic dimension which did not appear independently of such factors as multilevel hierarchy, extensive rules and formality.⁴³

III. SUMMARY OF RESEARCH

The previous section of this chapter was concerned with a review of studies relevant to the problems set out in Chapter I. This section summarizes the findings of those studies.

1. Teacher satisfaction is related to teacher autonomy and the degree of involvement in decision-making and policy formulation. The factors of teacher autonomy in the classroom and involvement in the decision-making process probably are related to the hierarchy of authority.

2. The research findings on the relationship between satisfaction and the teacher characteristics of total experience and years of service in a school were contradictory.

3. There is no significant relationship between teacher satisfaction and

⁴²David A. MacKay, "An Empirical Study of Bureaucratic Dimensions and Their Relation to Other Characteristics of School Organizations" (unpublished Doctoral dissertation, University of Alberta, Edmonton, 1964), pp. 85-7.

⁴³Harry J. Hartley, "Educational Bureaucracy, Teacher Orientation and Selected Criterion Variables," The Journal of Educational Research, LX (October, 1966), p. 57.

the characteristics of age, sex, marital status and training.

4. The research findings on the relationship between professional orientation and years of teaching experience were contradictory.

5. There was disagreement among the research findings of the relationship between hierarchical authority and size of school.

IV. STATEMENT OF HYPOTHESES

The following hypotheses are proposed to test the questions raised in the sub-problems.

Hypothesis 1

There is a significant relationship between teacher satisfaction and degree of hierarchical authority in the school.

Hypothesis 2

There is no significant relationship between teacher satisfaction and professional orientation.

Hypothesis 3.1

Teachers possessing high professional orientations will be more satisfied in schools of low hierarchical authority than teachers possessing low professional orientations.

Hypothesis 3.2

Teachers possessing low professional orientations will be more satisfied in schools of high hierarchical authority than those teachers possessing high pro-

professional orientations.

Hypothesis 4

There is no significant relationship between satisfaction and length of teaching experience.

Hypothesis 5

There is no significant relationship between satisfaction and length of service in a school.

Hypothesis 6

Professional orientation is not related to length of teaching experience.

Hypothesis 7

Hierarchical authority is directly related to school size.

CHAPTER III

RESEARCH PROCEDURES

I. THE SAMPLE

The schools and teachers in this investigation were selected from a single large urban district. Information on the size and type of school, grade or grades taught and position held in the school was obtained from the superintendent's office.

Teachers

The teachers included in the sample were selected according to their ability to meet the following criteria:

1. They must have been teaching junior high classes, fifty percent or more of the school day.
2. They must not be a principal, assistant or vice-principal.

The number of teachers meeting both criteria was 223.

Schools

The schools selected were of the elementary-junior high, junior high and junior-senior high types. All thirty-three of such schools in the district were included in the sample.

II. INSTRUMENTS

Teacher Information Sheet

This form (see Appendix B) requested information from the teacher concerning sex, marital status, teaching experience, length of service in their present school, percentage of time spent teaching junior high classes and years of training.

Organizational Authority Inventory

This inventory is located in Appendix B. The instrument is composed of twelve items taken from MacKay's "Organization Inventory", which in turn was devised from a questionnaire developed by Richard Hall at the Ohio State University.¹ The items attempt to measure such factors as:

..the degree of teacher autonomy in the classroom, the extent to which routine decisions are centralized in the principalship, the presence of a chain of command, and the existence of a veto for the principal.²

Responses to each item were made on a scale numbered from one to five. The extremes were identified as "definitely true" and "definitely false". Scores on each item were added to give a total score. The possible maximum and minimum scores were sixty and twelve respectively.

¹David A. MacKay, "An Empirical Study of Bureaucratic Dimensions and Their Relation to Other Characteristics of School Organizations" (unpublished Doctoral dissertation, University of Alberta, Edmonton, 1964), pp. 190-193.

²_____, "Should Schools be Bureaucratic?" The Canadian Administrator, IV (November, 1964).

The Spearman-Brown formula for split-half reliability was applied by Hall to the Hierarchy of Authority scale.³ The reliability coefficient of 0.90 is at an acceptable level for this study.

The validity of the total organization inventory, of which the Authority Inventory was one scale, was determined by Hall. He selected organizations which were at the extremes on the bureaucratic dimensions. A two-tailed t test revealed significant relationship (at the .05 level) between scale score and estimated degree of bureaucratization.⁴ The Authority Inventory was thus assumed to possess sufficient validity for this study.

Role Orientation Scale

This is the Professional Role Orientation Scale modified by Hrynyk⁵ from Corwin's PROS.⁶ It consisted of forty-seven items, each constructed as a Likert-summational rating scale (see Appendix B). The total score provided an empirical assessment of professionalism.

³David A. MacKay, "An Empirical Study of Bureaucratic Dimensions and Their Relation to Other Characteristics of School Organizations (unpublished Doctoral dissertation, University of Alberta, Edmonton, 1964), p. 47.

⁴Ibid., p. 48.

⁵Nicholas P. Hrynyk, "Correlates of Professional Role Orientation in Teaching" (unpublished Doctoral dissertation, University of Alberta, Edmonton, 1965), pp. 257-61.

⁶Ronald G. Corwin, "The Development of an Instrument for Examining Staff Conflicts in the Public Schools" (Ohio State University, Columbus, 1963). (Mimeographed).

Hrynyk tested the reliability and validity of the scale. The reliability coefficient determined by means of the Spearman-Brown formula for split-half reliability was 0.94.⁷ The test's validity was tested by determining its ability to discriminate between groups of teachers classified as high or low in professionalism. Hrynyk found the mean scores of the high group were significantly higher than the mean scores of the group rated low in professionalism.⁸

Satisfaction Scale

This instrument was designed for this study (see Appendix B). The first item was selected from Andrew's instrument and it purports to measure "Global Satisfaction".⁹ The remaining four items were taken from Bullock's Job Satisfaction Scale.¹⁰ The terminology of these last four items was modified for the school setting.

Alternative responses were arbitrarily assigned values from one (1) to five (5), with the highest value assigned to the response indicating the greatest satisfaction. The total satisfaction for each teacher was derived by summing the

⁷Hrynyk, op. cit., p. 103.

⁸Ibid., p. 100.

⁹Robert O'Reilly, "A Study of Teacher-Attitudes Concerning Standardized Practices in Instructional Areas" (unpublished Doctoral dissertation, University of Alberta, Edmonton, 1967), p. 57 and p. 156.

¹⁰Marvin J. Taves, Ronald G. Corwin and Eugene Haas, Role Conception and Vocational Success and Satisfaction (Columbus, Ohio: Bureau of Business Research, Ohio State University, 1963), pp. 114-5.

individual item responses. The maximum possible score was 25; the minimum, 5.

The reliability of this test was determined by using the "odd-even" method outlined by Johnson and Jackson.¹¹ Two scores were obtained for each individual by taking the total score on the odd-numbered items as one score, and the total score on the even-numbered items as the second score. The correlation between the scores was determined and the reliability coefficient calculated by means of the Spearman-Brown formula. The reliability coefficient (r_{xx}) for the total test was 0.80. This means that eighty percent of the variation in the measurements is probably attributable to the variation in true score, the remaining twenty percent being possibly due to error.¹²

III. DATA COLLECTION

A letter¹³ outlining the purpose of the study and procedures for completing and returning the questionnaire was mailed with the questionnaire to each of the teachers in the sample. Stamped, self-addressed envelopes were provided for the return of the completed questionnaires.

Two weeks later a follow-up letter¹⁴ was mailed to those teachers who had

¹¹Palmer O. Johnson and Robert W. B. Jackson, Introduction to Statistical Methods (New York: Prentice-Hall, Inc., 1953), p. 311.

¹²George A. Ferguson, Statistical Analysis in Psychology and Education (second edition; New York: McGraw-Hill Book Company, 1966), p. 377.

¹³See Appendix B.

¹⁴See Appendix B.

not returned questionnaires. Another questionnaire was included in the event the first one had been mislaid.

The initial request resulted in the return of 108 usable questionnaires. The second request resulted in forty-one more usable questionnaires. Fifteen questionnaires were returned too late to be included in the analysis. Eight questionnaires were returned incomplete and were thus classified as non-usable. The total percentage return of questionnaires was 77.1 percent. The percentage return of usable questionnaires was 66.8 percent.

IV. TREATMENT OF THE DATA

Data Deck

The following information was placed on IBM cards: teacher identification number, school identification number, school type, school size, sex, marital status, teaching experience, experience in the present school, training and the score on each item of the Organizational Inventory, Role Orientation Scale and Satisfaction Scale. A computer program summed the total for each scale and calculated the mean authority score for each school.

A new data deck was prepared with the first nine variables listed above plus the total scores for the Organizational, Professional and Satisfaction scales. In addition, the authority score of the school was placed on each card.

Scale Scores: Authority, Professional, Orientation and Satisfaction

Table I indicates the means, standard deviations and distributions of the

TABLE I

MEANS, STANDARD DEVIATIONS AND DISTRIBUTIONS FOR
AUTHORITY, PROFESSIONAL ORIENTATION
AND SATISFACTION SCORES

VARIABLE	MEAN	s.d.	DISTRIBUTION*
School Authority**	25.85	5.69	Normal
Professional Orientation***	164.23	13.24	Normal
Satisfaction***	18.79	3.90	Leptokurtic Negatively skewed

*See Tables XII, XIII and XIV in Appendix A.

**n = 33

***n = 149

various scores. Tables XII, XIII and XIV in Appendix A indicate the "Goodness of Fit" of normal frequencies to the frequencies of satisfaction, authority and professional orientation scores.

The average authority score was 25.85 with a standard deviation (s.d.) of 5.69. The distribution of authority scores did not differ significantly from normality ($.30 > p > .20$).

The average Professional Orientation Score was 164.23 with a standard deviation of 13.24. The distribution of the scores did not differ significantly from normality ($.50 > p > .30$).

The average satisfaction score was 18.79 with a standard deviation of 3.90. The distribution of the satisfaction scores differed significantly from normal distribution ($p < .001$). The distribution of satisfaction scores was leptokurtic and negatively skewed.¹⁵

Division of Schools into Groups

The thirty-third and sixty-seventh percentile points were calculated by the procedure described by Ferguson.¹⁶ P_{33} and P_{67} were 23.95 and 27.26 respectively.

Using these two percentile points, schools were classified as having low, medium or high hierarchical authority as follows:

1. Schools Low in Hierarchical Authority. Those schools with an authority

¹⁵See Table XV in Appendix A.

¹⁶Ferguson, op. cit., pp. 259-62.

score less than or equal to 23.95.

2. Schools Medium in Hierarchical Authority. Those schools with an authority score greater than 23.95 but less than or equal to 27.26.
3. Schools High in Hierarchical Authority. Those schools with an authority score greater than 27.26.

Table II illustrates the distribution of the schools in the three groups.

Division of Teachers into Groups

The thirty-third and sixty-seventh percentile points of the professional orientation scores were calculated. P_{33} and P_{67} were 158 and 169 respectively.

By means of these two percentile points, teachers were put into three categories as follows:

1. Teachers Low in Professional Orientation. Those teachers with a PROS score less than or equal to 158.
2. Teachers Medium in Professional Orientation. Those teachers with a PROS score greater than 158 and less than or equal to 169.
3. Teachers High in Professional Orientation. Those teachers with a PROS score greater than 169.

Table III indicates the distribution of teachers for the three groups.

Statistical Treatment

The major technique used in testing most of the hypotheses was Multiple Linear Regression. The application of multiple linear regression as a general approach to the analysis of research problems has been pioneered by Bottenberg

TABLE II
DISTRIBUTION OF AUTHORITY SCORES

GROUP	RANGE	N	MEAN	s.d.
Low	13.33 - 23.95	11		
Medium	23.96 - 27.26	12		
High	27.27 - 47.67	10		
Total		33	25.85	5.69

TABLE III
DISTRIBUTION OF PROFESSIONAL ORIENTATION SCORES

GROUP	RANGE	N	MEAN	s.d.
Low	121 - 158	49		
Medium	159 - 169	49		
High	170 - 200	51		
Total		149	164.23	13.24

and Ward.¹⁷ Multiple linear regression is considered to be a rather robust statistical technique. For example, predictor variables in linear regression models are not assumed to come from multivariate normal distributions.¹⁸

Multiple linear regression attempts to determine whether or not a variable, when added to a linear expression, significantly reduces the criterion error sum of squares.¹⁹ Hypothesis 1 states a relationship between teacher satisfaction and degree of hierarchical authority of the school. An "unrestricted" or "full" model is generated. It assumes teacher satisfaction is related to the predictor, hierarchical authority, with school type and size, sex, experience, training and professional orientation statistically controlled. The equation for this model is written below:

$$\text{Model 1: } X_7 = C + X_1 + X_2 + X_3 + X_4 + X_5 + X_6 + W_9X_9 + W_{10}X_{10} \\ + W_{11}X_{11} + C_1$$

Where X_7 is the criterion variable of teacher satisfaction;

X_1, X_2, X_3, X_4, X_5 and X_6 are the vectors of school type, school

¹⁷Robert A. Bottenberg and Joe H. Ward, "Applied Multiple Linear Regression" (Lackland Air Force Base: 6570th Personnel Research Laboratory, 1963). (Mimeographed.)

¹⁸Ibid., p. vi.

¹⁹O'Reilly, op. cit., p. 85.

size, sex, experience, training and professional orientation score which are statistically controlled;

X_9 , X_{10} and X_{11} are the vectors of 1's and 0's indicating the group membership of a teacher, where those in a school of high hierarchical authority are in group one, medium authority in group two, and low authority in group three;

W_9 , W_{10} and W_{11} are the unknown weights associated with the predictor variables;

C_1 is an error or residual vector; and

C is a constant.

A set of weights which minimizes the error sum of squares (ESS) must be found.

Model 2, the restricted model, assumes teacher satisfaction is not related to the degree of hierarchical authority or group membership. Thus, it is assumed that the weights are equal:

$$W_9 = W_{10} = W_{11} = W_{12};$$

and group membership does not matter:

$$X_9 = X_{10} = X_{11} = X_{12}.$$

Model 2 becomes:

$$X_7 = C + X_1 + X_2 + X_3 + X_4 + X_5 + X_6 + W_{12}X_{12} + C_2$$

Where, C_2 is the error or residual vector for model 2.

A comparison of the error sum of squares obtained from the restricted and

unrestricted linear combinations provides a basis for the acceptance or rejection of the null hypothesis that group membership does not matter. This comparison of the two error sum of squares results in a F statistic. If the calculated F statistic is greater than the tabled value of F, then the null hypothesis is rejected.

The F statistic is calculated in the following manner:²⁰

$$F = \frac{(R_1^2 - R_2^2) / df_1}{(1 - R_1^2) / df_2}$$

Where, F is the F statistic;

R_1^2 is the minimized error sum of squares obtained from the full model;

R_2^2 is the minimized error sum of squares obtained from the restricted model;

df_1 is the degrees of freedom for the numerator which are related to the number of variables which are free to vary;

df_2 is the degrees of freedom for the denominator.

All of the hypotheses except Hypothesis 7 were tested by means of multiple linear regression.

Another statistical technique employed in testing Hypotheses 2, 4 and 5 was the Correlation ratio. Correlation ratios have been defined as a description of the relations between variables when the regression lines are

²⁰ibid., p. 86.

non-linear. For example, in Hypothesis 5, the correlation ratio calculated, described the prediction of satisfaction (y) from years of service in a school (x).

In describing the use of correlation ratios, Ferguson states:

Although the correlation ratios are usually viewed as descriptive of the relations between variables when the regression lines are non-linear, these ratios are in fact measures of the relation between a variable of the interval-ratio type and a nominal variable. The correlation ratios deal with the problem of nonlinearity by treating one of the variables as if it were a nominal variable, that is by ignoring the question of the shape of the relation between the variables.²¹

The plots of the mean satisfaction of the various groups tested in Hypotheses 2, 4, and 5 were examined for linear trends. If a curvilinear relationship was suspected, the correlation ratios for prediction of satisfaction from membership in the various groups tested was determined.

Hypothesis 7. The procedure used to test the significance of this hypothesis was similar to that used by MacKay in determining the effects of size upon bureaucratization.²² The schools were classified into two groups. One group, containing nineteen schools ranging in staff size from six to eighteen, was labelled the "Small School Group", the second group of "Large Schools" consisted of fourteen schools ranging in staff size from twenty-one to forty-nine members. A two-tailed "t" test of differences between mean scores was applied.

²¹Ferguson, op. cit., p. 249.

²²MacKay, pp. 85-6.

The hypotheses tested were:

$$H_0 : \mu_s = \mu_L$$

$$H_1 : \mu_s \neq \mu_L$$

V. SUMMARY

This chapter described the sample selected for the study, the instruments, collection of data and statistical techniques employed in testing the hypotheses.

CHAPTER IV

ANALYSIS OF THE DATA

The purpose of this chapter is to report on the analysis of the data. The analysis of each problem follows the same format: a statement of the hypothesis being tested; a report on the results or findings; and a discussion of the results.

The statistical procedures used have been previously outlined in Chapter III.

I. TEACHER SATISFACTION AND HIERARCHICAL AUTHORITY

Hypothesis 1: There is a significant relationship between teacher satisfaction and degree of hierarchical authority in the school.

Findings. There is a significant relationship between teacher satisfaction and degree of hierarchical authority, as indicated by the significant F-ratio described in Table IV ($F = 7.19$; $p = .001$). Figure 2 illustrates that this is a negative relationship.

Discussion. It would appear that this result contradicted earlier research in this area. Eddy found that teachers were not significantly more satisfied with low or high bureaucratic schools.¹ The difference in the finding of Eddy's and this study may have been due to the measure of bureaucracy used. Eddy related

¹ Wesley P. Eddy, "A Study of Local-Cosmopolitan Role Orientation in Relation to Bureaucracy and Certain Selected Characteristics of Teachers" (unpublished study, University of Alberta, Edmonton, 1967), p. 118.

TABLE IV

MULTIPLE LINEAR REGRESSION ANALYSIS: SATISFACTION
 SCORES OF TEACHERS IN THREE GROUPS OF SCHOOLS
 CLASSIFIED ACCORDING TO DEGREE OF
 HIERARCHICAL AUTHORITY

Predictor	Criterion	R^2 full	R^2 restricted	df	F	P
Degree of Hierarchical Authority with school type, and size, sex, experience, training and professional orientation statistically controlled.	Satisfaction scores	.1324	.0426	2/139	7.19	.001

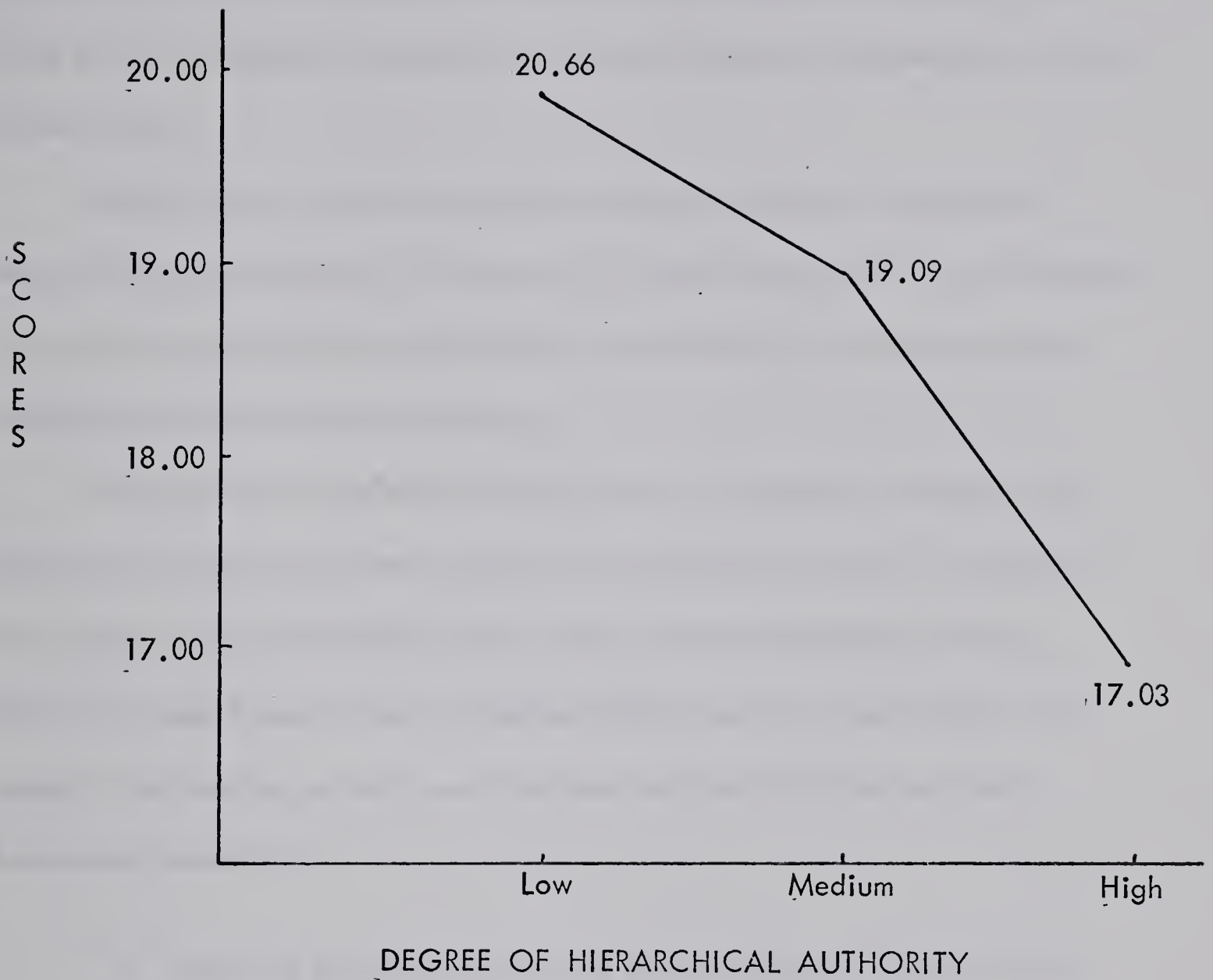


FIGURE 2

MEANS OF SATISFACTION SCORES IN GROUPS OF
SCHOOLS CLASSIFIED ACCORDING TO DEGREE
OF HIERARCHICAL AUTHORITY

satisfaction to level of bureaucracy as perceived by independent judges. This study related satisfaction to teacher perception of the level of bureaucracy present in the school.

MacKay found a significant positive correlation between observed and desired hierarchical authority in sixteen out of thirty-one schools.² The difference in results between this study and MacKay's may be due to a difference between satisfaction and stated desired authority.

The significant negative relationship between satisfaction and degree of hierarchical authority appears to support the conclusion that there is a tendency for teachers to be more satisfied with a school low in hierarchical authority. This in turn would seem to support MacKay's definition of a "good school". He suggests that teachers probably would be more satisfied with a school low in hierarchical authority.³

II. TEACHER SATISFACTION AND PROFESSIONAL ORIENTATION

Hypothesis 2: There is no significant relationship between teacher satisfaction and professional orientation.

²David A. MacKay, "An Empirical Study of Bureaucratic Dimensions and Their Relation to Other Characteristics of School Organizations" (unpublished Doctoral dissertation, University of Alberta, Edmonton, 1964), pp. 89-90.

³Supra, p. 22.

Findings: The linear regression results are reported in Table V. The probability of a linear relationship between satisfaction and professional orientation does not exceed that of chance ($p = .10$).

An examination of the mean scores plotted in Figure 3 indicated lower satisfaction for teachers categorized as medium in professional orientation. A scattergram indicated a possible curvilinear relationship. The correlation ratio or eta coefficient determined by means of the procedure outlined by Downie and Heath,⁴ was not significant.⁵ Thus there is no significant curvilinear relationship between satisfaction and professional orientation.

Discussion. Some critics of the teaching profession have professed that the "professionalization" of teachers is necessarily a militant process leading to dissatisfaction. This argument would appear to be refuted in that no significant relationship was found in this study between satisfaction and level of professional orientation.

III. TEACHER SATISFACTION, PROFESSIONAL ORIENTATION AND HIERARCHICAL AUTHORITY

Tests on the previous hypothesis determined no significant relationship between teacher satisfaction and degree of professional orientation. The following

⁴N. M. Downie and R. W. Heath, Basic Statistical Methods (second edition; New York: Harper & Row, Publishers, 1965), pp. 199-203.

⁵See Table XVI, Appendix A.

TABLE V
MULTIPLE LINEAR REGRESSION ANALYSIS: SATISFACTION
SCORES OF TEACHERS IN THREE GROUPS
CLASSIFIED ACCORDING TO DEGREE
OF PROFESSIONAL ORIENTATION

Predictor	Criterion	R^2 full	R^2 restricted	df	F	P
Degree of professional orientation with school type and size, sex, experience, training, and hierarchical authority statistically controlled.	Satisfaction scores	.1628	.1347	2/139	2.33	.10

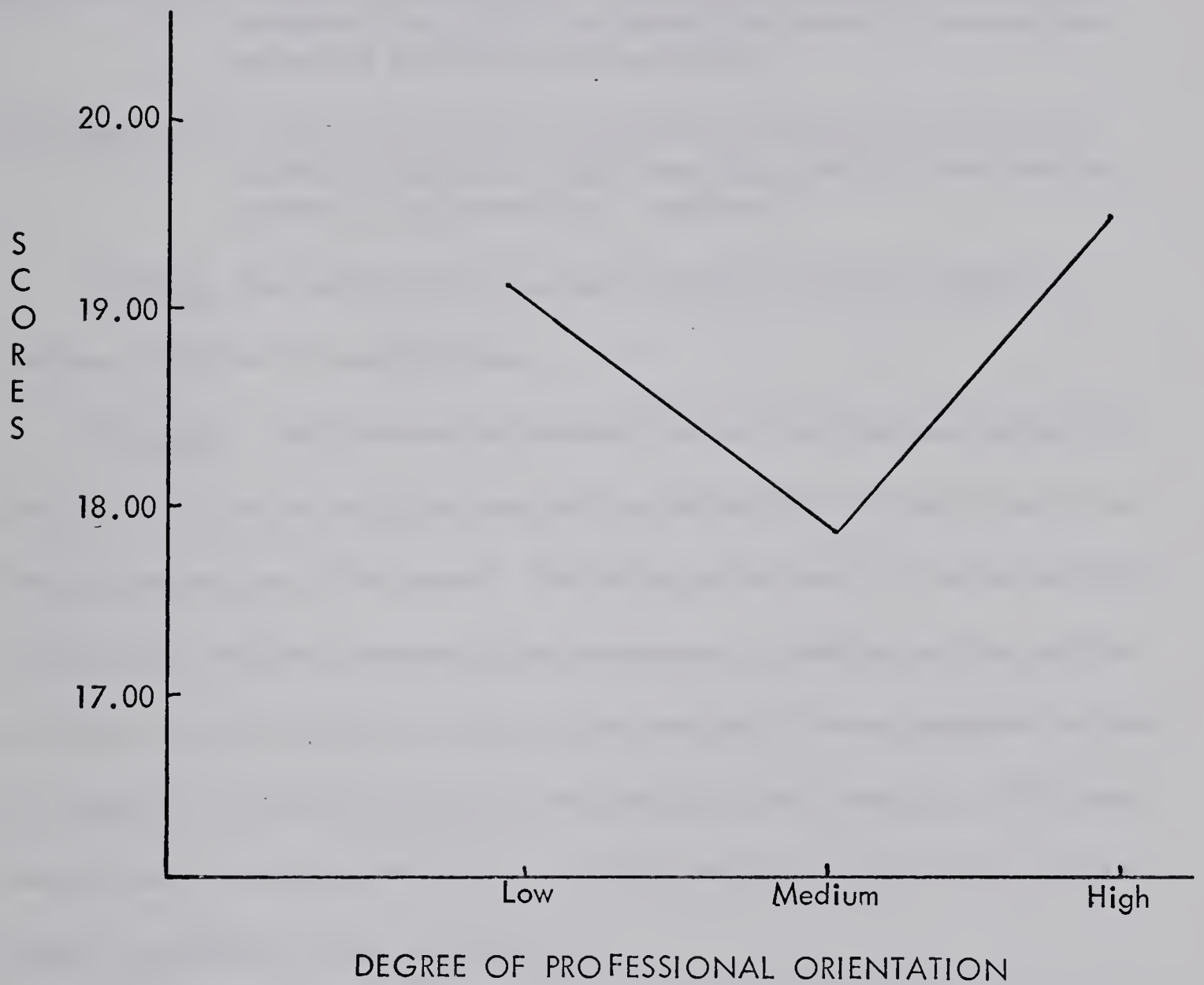


FIGURE 3

MEANS OF SATISFACTION SCORES IN GROUPS OF
TEACHERS CLASSIFIED ACCORDING TO
THE DEGREE OF PROFESSIONAL
ORIENTATION HELD

two hypotheses attempted to determine if this relationship is significant in schools with a specific level of hierarchical authority.

Hypothesis 3.1: Teachers possessing high professional orientation will be more satisfied in schools of low hierarchical authority than teachers possessing low professional orientation.

Hypothesis 3.2: Teachers possessing low professional orientation will be more satisfied in schools of high hierarchical authority than teachers possessing high professional orientation.

Findings. The multiple linear regression results are shown in Table VI.

Neither of the F-ratios are significant.

Discussion. The literature and relevant research provided some support for the hypothesis that the individual teacher's professionalism is in conflict with the hierarchical structure of the school. The failure of this study to provide statistical evidence that teachers possessing higher professional orientation are less satisfied in schools of high hierarchical authority than teachers of lower professional orientation suggests a conclusion rather restricted because of the limitations of this study. The structure of hierarchical authority of schools may not be in conflict with the teacher's professional needs and activities.

Recent studies of professional type organizations indicate that certain patterns of organizational adaptations are being developed to take care of the situation where professionals constitute a large part of the organization. One of the major adaptations has been a restructuring of the hierarchical authority into two parts: formal authority dealing with administrative matters; and advisory or shared authority dealing with professional matters. The rather recent influx of specialists

TABLE VI

MULTIPLE LINEAR REGRESSION ANALYSIS: SATISFACTION SCORES
OF TEACHERS IN SCHOOLS (1) HIGH AND (2) LOW IN
TO HIGH OR LOW PROFESSIONAL
ORIENTATION SCORE

Predictor	Criterion	R^2 full	R^2 restricted	df	F	P
(1) High or low professional orientation in schools of low hierarchical authority with school type and size, sex, experience, and training statistically controlled.	Satisfaction scores	.1375	.1002	1/26	1.125	.30
(2) High or low professional orientation in schools of high hierarchical authority with school type and size, sex, experience, and training statistically controlled.	Satisfaction scores	.4622	.4440	1/17	0.573	.46

and co-ordinators into school systems is an example of this advisory authority. That is the specialist works with rather than over the teacher in the improvement of instruction. Teacher participation in the decision-making process is an example of shared authority. This suggests that school organizations which require a group of professionals to work together, desire and have developed a certain type of hierarchical authority to structure their professional activities.

IV. TEACHER SATISFACTION AND TEACHING EXPERIENCE

Hypothesis 4: There is no significant relationship between satisfaction and length of teaching experience.

Findings. The linear regression results are noted in Table VII. The F-statistic is not significant.

The correlation ratio is significant beyond the one percent level.⁶ This indicates that the curvilinear relationship depicted in Figure 4, of teachers with five to nine years experience expressing the least satisfaction, is significant.

Discussion. This finding would appear to disagree with that of Okonkwo. He found that levels of teacher satisfaction tended to increase progressively as years of professional experience increased.⁷ This apparent contradiction in findings might be accounted for by the measure of satisfaction used in the two studies. Okonkwo measured teacher satisfaction in relation to all aspects of

⁶See Table XVI, Appendix A.

⁷Supra, p. 23.

TABLE VII
MULTIPLE LINEAR REGRESSION ANALYSIS: SATISFACTION
SCORES OF TEACHERS IN SIX GROUPS CLASSIFIED
ACCORDING TO LENGTH OF TEACHING EXPERIENCE

Predictor	Criterion	R ² full	R ² restricted	df	F	P
Length of teaching experience with size and type of school, sex, training, hierarchical authority and professional orientation statistically controlled.	Satisfaction scores	.1490	.1465	2/139	.276	.76

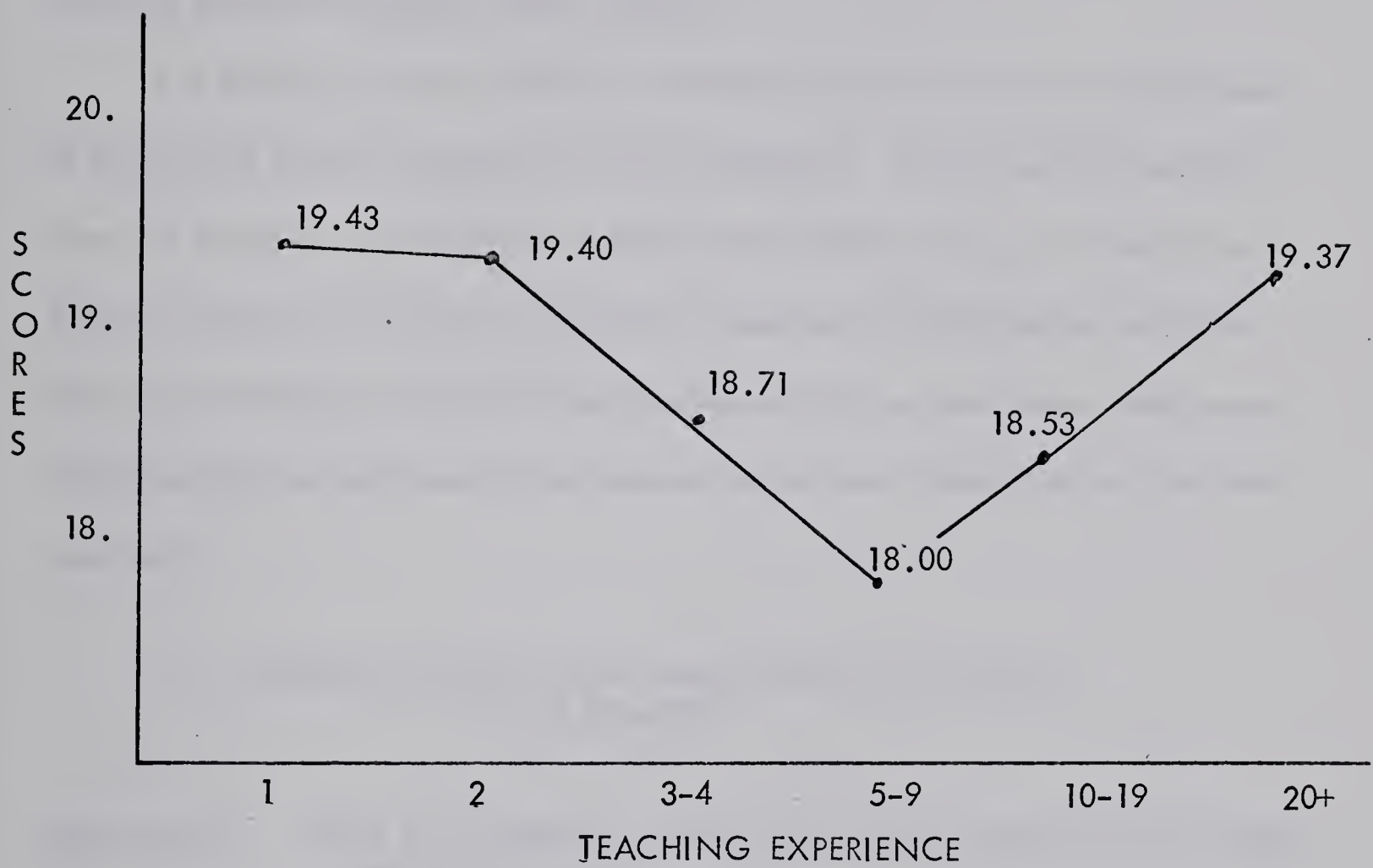


FIGURE 4

MEANS OF SATISFACTION SCORES OF GROUPS OF TEACHERS
CLASSIFIED ACCORDING TO LENGTH
OF TEACHING EXPERIENCE

teaching (work load, school organization, promotional policies, student relations, etc.), whereas this study measured satisfaction in relation to school organization and the teaching position.

The finding of no significant linear relationship between satisfaction and teaching experience supports Eddy's finding.⁸

It is difficult to give a definite reason why teachers in the six to nine years of experience bracket expressed the least satisfaction. Several possible explanations are that they may have become discontented with teaching as a vocation or because they may have been by-passed for promotion to administrative positions. The higher satisfaction scores of those teachers with ten or more years experience would possibly be explained by the drop-out of the more dissatisfied teachers from the field.

V. TEACHER SATISFACTION AND LENGTH OF SERVICE IN A SCHOOL

Hypothesis 5. There is no significant relationship between satisfaction and length of service in a school.

Findings. Table VIII illustrates the linear regression results. The F-statistic is not significant.

The correlation ratio is significant beyond the one percent level.⁹ This means that the curvilinear trend of the mean satisfaction scores depicted in Figure 5

⁸Supra, p. 23.

⁹See Table XVI, Appendix A.

TABLE VIII
MULTIPLE LINEAR REGRESSION ANALYSIS: SATISFACTION
SCORES OF GROUPS OF TEACHERS CLASSIFIED
ACCORDING TO YEARS OF SERVICE
IN THEIR SCHOOL

Predictor	Criterion	R ² full	R ² restricted	df	F	P
Years of service in present school with school type and size, sex, experience, training, hierarchical authority and professional orientation statistically controlled.	Satisfaction scores	.2026	.1442	5/135	1.978	.09



FIGURE 5
MEANS OF SATISFACTION SCORES OF GROUPS OF TEACHERS
CLASSIFIED ACCORDING TO LENGTH OF
SERVICE IN A SCHOOL

*94 percent of the teachers had five or fewer years of service in their present school.

is significant. Teachers with two or three years of service in the same school had the highest mean satisfaction score, while the group with six to ten years of service in the same school had the lowest mean score.

Discussion. The finding of a significant curvilinear relationship between satisfaction and years of service in a school partially supports Eddy's finding. He found that teachers with fewer years of experience teaching in the same school were more satisfied with the organization of the school, whereas those teachers with more years of experience in the same school were less satisfied.¹⁰ This study found that teachers with two or three years of service in the same school were more satisfied than those teachers with one year service or four or more years service in the same school (see Figure 5). The trend of the satisfaction scores of those teachers with six or more years of experience should be viewed with caution as the number of teachers represented in this bracket represented only six percent of the total sample.

VI. PROFESSIONAL ORIENTATION SCORE AND YEARS OF TEACHING EXPERIENCE

Hypothesis 6. Professional orientation is not related to length of teaching experience.

¹⁰Wesley P. Eddy, "A Study of Local-Cosmopolitan Role Orientation in Relation to Bureaucracy and Certain Selected Characteristics of Teachers" (unpublished study, University of Alberta, Edmonton, 1967), p. 103.

Findings. The F-statistic noted in Table IX indicated that the linear trend of increasing professional orientation scores with increased years of experience is not significant (see Figure 6).

Discussion. The finding of no significant relationship between professional orientation scores and years of teaching experience appears to support Robinson's finding and contradict Hrynyk's finding.¹¹

It is interesting to postulate why this finding contradicted that of Hrynyk's when the same instrument was used for measuring professional orientation. The explanation may lie in the two samples of teachers selected for study. Hrynyk's sample was selected from the whole province, whereas this study's sample came from a large urban city. Ratsoy found that the number of years spent in teacher education was positively related to attitudes expressing concurrence with the stated policy of the teacher's professional organization.¹² In addition, he found that students with four years of teacher training were more comparable to experienced teachers in attitudes toward their profession than those students with fewer than four years teacher training. A larger percentage of teachers with four or more years teacher training may have been present in this sample than in Hrynyk's. Thus, the overall increase in professional orientation score with increased teaching experience would be less prominent in this study than in Hrynyk's study.

¹¹Supra, pp. 24-5.

¹²E. W. Ratsoy, "Professional Attitudes of Prospective Teachers", The Canadian Administrator, V (May, 1966), p. 33.

TABLE IX
MULTIPLE LINEAR REGRESSION ANALYSIS: PROFESSIONAL
ORIENTATION SCORES OF TEACHERS IN SIX GROUPS
TEACHING EXPERIENCE

Predictor	Criterion	R^2 full	R^2 restricted	df	F	P
Years of teaching experience with school type and size, sex, training and years of service statistically controlled.	Professional Orientation scores	.0862	.0390	5/136	1.406	.23



FIGURE 6

MEAN PROFESSIONAL ORIENTATION SCORES OF GROUPS OF
TEACHERS CLASSIFIED ACCORDING TO YEARS
OF TEACHING EXPERIENCE

VII. HIERARCHICAL AUTHORITY AND SCHOOL SIZE

Hypothesis 7: Hierarchical authority is directly related to size of the school.

Findings. The results of the "t" test are presented in Table X. The mean hierarchical authority scores for the two groups are presented as well as the weighted variance.

The difference between the group means is not significant. Thus the null hypothesis is accepted and the research hypothesis (H_1) rejected.

Discussion. The hypothesis was not supported by the findings of this study. The results contradicted MacKay's findings, even though the same instrument and statistical technique were used. A possible reason for the contradiction could be in the different definitions used for small and large schools. For example, the largest school in MacKay's sample had twenty-two staff members, while the largest in this study had forty-nine members. Most of the larger schools in this study had subject departmentalization. This departmentalization represents a decentralization of authority which may have offset any additional rules and regulations a large school requires to administer a greater number of students and teachers.

VIII. SUMMARY

Table XI summarizes the findings related to Hypotheses 1 to 7.

Hypothesis 1 was supported. A very significant, negative relationship was found between teacher satisfaction and level of hierarchical authority.

TABLE X
MEANS, VARIANCE AND VALUE OF "t" FOR SCHOOLS
CLASSIFIED ACCORDING TO SIZE

Classification	Staff Size	Number of Schools	Mean Score
Large	21-49	14	25.17
Small	6-18	19	26.93
Variance of combined groups: $s^2 = 42.12$ $t = 0.71^*$			

*not significant.

TABLE XI

SUMMARY OF THE FINDINGS RELATED TO HYPOTHESES 1 TO 7

Hypothesis	Hypothesized Relationship	Statistical Test	Significance of Relationship	Decision
1 (Sat. & Auth.)	S	MLR	Linear (.001)	Accept
2 (Sat. & Prof. Orient)	NS	MLR Corr. Ratio	NS	Accept
3.1 (Sat. & Prof. Orient. in Low Auth.)	S	MLR	NS	Reject
3.2 (Sat. & Prof. Orient. in High Auth.)	S	MLR	NS	Reject
4 (Sat. & Exper.)	NS	MLR Corr. Ratio	NS Curvilinear (.01)	Partially Accept
5 Sat. & Service)	NS	MLR Corr. Ratio	NS Curvilinear (.01)	Partially Accept
6 (Prof. Orient. & Exper.)	NS	MLR	NS	Accept
7 (Auth. & Size)	S	t test	NS	Reject

Hypothesis 2 was accepted. That is, no significant relationship existed between teacher satisfaction and professional orientation.

Hypotheses 3.1 and 3.2 were rejected. No significant relationship was found between satisfaction and degree of professional orientation of teachers in schools of either high or low hierarchical authority.

Hypothesis 4 was partially accepted. No significant difference was found among the satisfaction of groups of teachers categorized according to years of teaching experience. There was however, a significant curvilinear relationship between satisfaction and experience. Teachers with five to nine years of experience expressed the least satisfaction.

Hypothesis 5 was also partially accepted. There was no significant difference in satisfaction of teachers categorized according to years of service in the same school. There was a significant curvilinear relationship between satisfaction and years of service. The least satisfaction was expressed by teachers with six to ten years service in the same school.

The relationship between professional orientation and years of teaching experience was not significant. Thus Hypothesis 6 was accepted.

Hypothesis 7 was rejected. That is, no significant relationship was found between hierarchical authority and size of school.

CHAPTER V

SUMMARY, CONCLUSIONS AND IMPLICATIONS

I. SUMMARY

The Problem

The major problem in this study was to determine if teacher groups possessing different degrees of professional orientation, teaching in schools with a specific level of hierarchical authority, differed in satisfaction.

In addition, an attempt was made to determine the relationship of teachers' satisfaction to such variables as hierarchical authority of the school, professional orientation possessed by the teacher, teaching experience, and years of service in a school.

The relationship between professional orientation and years of experience was another problem investigated in the study.

Finally, an investigation was made of the relationship between hierarchical authority and size of school.

The Sample

The experimental sample consisted of thirty-three schools from a single urban school district. The sample included three different types of schools: elementary-junior high; junior high; and junior-senior high.

There were 223 teachers in the sample. These were all full-time teachers

who spent fifty percent or more of their school day teaching junior high classes.

Instruments

The Teacher Information Sheet requested information concerning personal data, experience and time spent in classroom duties.

A measure of the level of hierarchical authority in a school was obtained from the Organizational Inventory. This instrument contained twelve items which attempted to measure such factors as teacher autonomy in the classroom, degree of centralization of routine decisions in the principalship and the presence of a chain of command.

The Role Orientation Scale attempted to measure the extent to which a teacher conformed to the teaching profession's expectations of a professional.

The Teacher Satisfaction Scale attempted to measure the level of a teacher's satisfaction with his school's organizational structure.

Collection of Data

The questionnaires were mailed to each individual teacher in the sample. Stamped, self-addressed envelopes were provided for the return of the completed questionnaire.

Data concerning size and type of schools, and teaching position of teachers was obtained from the superintendent's office.

The number of usable questionnaires returned was 149, which represented a 66.8 percent return. Fifteen questionnaires were returned too late to include in the analysis.

Analysis

Multiple linear regression analysis was used to test all hypotheses except Hypothesis 7. The curvilinear relationships of Hypotheses 2, 4 and 5 were tested by means of the correlation ratio. The two-tailed "t" test was used to test the significance of Hypothesis 7.

Results

Hypothesis 1, that there is a significant relationship between teacher satisfaction and hierarchical authority, was supported. Teachers in schools of low hierarchical authority were found to be significantly more satisfied than teachers in schools of high hierarchical authority.

Hypothesis 2, that there is no significant relationship between teacher satisfaction and professional orientation, was supported.

Hypothesis 3.1, that teachers possessing high professional orientation will be more satisfied in schools of low hierarchical authority than teachers possessing low professional orientation, was rejected.

Similarly, Hypothesis 3.2, that teachers possessing low professional orientation will be more satisfied in schools of high hierarchical authority than teachers possessing high professional orientation, was rejected.

Hypothesis 4, that teacher satisfaction is not significantly related to years of teaching experience, was partially supported. No significant difference in satisfaction of teachers classified according to years of teaching experience was found. However, there was a significant curvilinear relationship between satisfaction

and teaching experience. Teachers with five to nine years experience expressed the least satisfaction.

Hypothesis 5, that teacher satisfaction is not significantly related to years of service in the same school, was partially supported. There was a significant curvilinear relationship between satisfaction and years of service in the same school. Teachers with six to ten years of service in the same school had the lowest mean satisfaction score. The difference in satisfaction scores of teachers categorized according to years of service was not significant.

Hypothesis 6, that professional orientation is not significantly related to years of teaching experience, was supported.

Hypothesis 7, that hierarchical authority is directly related to size of school, was rejected.

II. CONCLUSIONS

Some of the major conclusions of the present study are outlined below. It would seem imperative to state at this time, a necessary precaution. The sample selected for investigation did not meet the requirement of random selection from a larger population, thus any inferences or conclusions drawn from the findings should be viewed with judicious care.

On the basis of the results, it would appear that in the present sample, the following conclusions are valid:

1. Teachers appear to be least satisfied with schools high in hierarchical

authority. In the present study, the factors of teaching experience and years of service in the same school also appear to bear a possible relationship to teacher satisfaction. Teachers with five to nine years experience express low satisfaction. Low satisfaction is expressed also by teachers with six to ten years service in the same school.

2. It would appear that the teacher's professional role and his role specified by the school's structure of hierarchical authority are not antithetical. This would appear to imply that the authority structure of the school is accommodated to professional norms rather than the authority structure of the school forcing the professional teacher to accommodate.

3. Increased level of professional orientation does not appear to be associated with more teaching experience.

4. Organizational size does not appear to be related to the level of hierarchical authority in the school. Departmentalization by subject areas would seem to offset bureaucratic means used for the control and administration of a greater number of students and teachers in a larger school.

III. IMPLICATIONS

The findings of the present study appear to suggest several implications for school principals, administrative training programs and need for further research.

Implications for School Principals

School administrators must be aware that a teacher is not highly satisfied

under a bureaucratic authority structure. They must realize that a teacher should have autonomy in the sphere of his professional competence. At the same time, administrators must avoid the pitfall of allowing complete autonomy in all matters to a teacher. Teachers desire and require a certain authority structure, in which to operate. They, as a part of the organizational team should actively participate in developing the authority structure for achievement of organizational goals. Principals then, must provide the leadership in adapting the organization to professional employment. The finding of the present study that professional orientation does not increase with years of teaching experience suggests another implication for school principals. Principals should be aware of possible professional orientation differences among their teachers. Differing orientations may affect the way in which different teachers interpret educational goals. Principals should plan inservice professional development programs to aid in the formulation of a more unified profession.

Implications for Administrative Training Programs

The findings of the present study suggest an important feature to be included in administrative training programs.

Most of the organizational theory covered in present administration courses concentrates on bureaucratic principles of organization. These principles have been used to examine how conflict may arise between the teacher's professional and bureaucratic roles. Schools and school systems represent another organizational type, the professional employee organization. Administration courses should

concentrate more fully on all aspects of this type of organization.

Implications for Further Research

The finding of a significant negative relationship between teachers' satisfaction and organizational hierarchical authority appeared to support the logical inferences from the literature and empirical evidence from research, of disagreement between a teacher's professional and bureaucratic roles. However, the finding of no significant difference between the satisfaction of groups of teachers high and low in professional orientation, teaching in schools either low or high in hierarchical authority, raises some doubt whether in actuality, the organization's hierarchical authority does conflict with the teacher's professional norms.

Further research similar to that conducted by Corwin¹ must determine whether conflict does actually exist between hierarchical authority and the professional norms of teachers. Such research must also involve better measures of professional norms and of conflict itself. If such conflict is found to exist, then the relationship of this conflict to teacher satisfaction should be determined.

The area of relationship of teacher satisfaction to years of teaching experience might well be examined further. Possibly a longitudinal study would reveal why teacher satisfaction appears to be at its lowest after a certain number of

¹Ronald G. Corwin, "Professional Persons in Public Organizations," Educational Administration Quarterly, 1 (Autumn, 1965).

years of experience. A similar study could be conducted to determine why teacher satisfaction is at a minimum after a certain number of years of service in the same school.

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APPENDIX A

TABLES

TABLE XII
GOODNESS OF FIT OF NORMAL FREQUENCIES TO
FREQUENCIES OF SATISFACTION SCORES

Class Interval	Observed <u>f</u>	Expected <u>f</u>	O - E	$\frac{(O - E)^2}{E}$
24-25	9	15	-6	2.40
22-23	32	19	13	9.84
20-21	37	29	8	2.20
18-19	19	32	-13	5.28
16-17	28	27	1	.04
14-15	9	16	-7	3.06
12-13	6	8	-2	.50
10-11	3)			
)			
8- 9	3) 9	3	6	12.00
)			
6- 7	3)			
Total	149	149	0	$\chi^2 = 40.32$
Mean = 18.79 df = 5 p < .001				
The above distribution differs significantly from normality.				

TABLE XIII
GOODNESS OF FIT OF NORMAL FREQUENCIES TO
FREQUENCIES OF AUTHORITY SCORES

Class Interval	Observed <u>f</u>	Expected <u>f</u>	O - E	$\frac{(O - E)^2}{E}$
46-48	1)			
)			
43-45	-)			
)			
40-42	-) 3	4	-1	.25
)			
37-39	-)			
)			
34-36	2)			
31-33	4	4	0	.00
28-30	3	5	-2	.80
25-27	11	6	5	4.17
22-24	5	6	-1	.17
19-21	3	4	-1	.25
16-18	3)			
) 4	4	0	.00
13-15)			
Total	33	33	0	$\chi^2 = 5.64$

Mean = 25.85 df = 4 .30 > p > .20

The above distribution does not differ significantly from normality.

TABLE XIV
GOODNESS OF FIT OF NORMAL FREQUENCIES TO
FREQUENCIES OF PROFESSIONAL
ORIENTATION SCORES

Class Interval	Observed <u>f</u>	Expected <u>f</u>	O - E	$\frac{(O - E)^2}{E}$
196-200	3)			
191-195	4) 9	8	1	.125
186-190	2)			
181-185	6	8	-2	.500
176-180	9	13	-4	1.232
171-175	18	18	0	.000
166-170	27	21	6	1.714
161-165	20	22	-2	.182
156-160	27	20	7	2.450
151-155	16	16	0	.000
146-150	6	11	-5	2.273
141-145	5	6	-1	.167
136-140	4)			
131-135	1)	6	0	.000
126-130	-)			
121-125	1)			
Total	149	149	0	8.643

Mean = 164.23

df = 8

 $.50 > p > .30$

The above distribution does not differ significantly from normality.

TABLE XV

MEASURES OF SKEWNESS AND KURTOSIS OF
DISTRIBUTION OF SATISFACTION SCORES

Measure of Skewness	$g_1 = \frac{m_3}{m_2^{\frac{3}{2}}} = -0.92^*$
Measure of Kurtosis	$g_2 = \frac{m_4}{m_2^2} - 3 = 1.11^{**}$

*When g_1 is negative, the distribution is negatively skewed.

**When g_2 is greater than zero, the distribution is more peaked than the normal distribution.

TABLE XVI

CORRELATION RATIOS FOR HYPOTHESES 2, 4 and 5

Hypothesis	Correlation ratio (r_{yz})	F ratio
2	0.38	2.56
4	0.50	7.74*
5	0.52	8.25*

*Significant beyond the 1 percent level.

APPENDIX B

CORRESPONDENCE AND QUESTIONNAIRE

Dear Teacher:

At the present time I am a M. Ed. candidate in the Department of Educational Administration at the University of Alberta. For my thesis I am investigating the relationship of a teacher satisfaction with teacher role orientation and teacher perception of hierarchical authority in the school.

The study has the approval of your superintendent and the Department of Educational Administration. To aid me in this research I wish to have your co-operation in completing the attached questionnaire. All information given in the questionnaire will be held in strictest confidence in accordance with the ethics of responsible research.

Please complete the questionnaire as soon as possible and return it to me in the self-addressed envelope provided.

I realize that this is one of your busiest times of the year. I sincerely hope that the expenditure of your valuable time will be justified by the results of the study.

May I extend my thanks in anticipation of your co-operation.

Yours sincerely,

Douglas Schmit.

9929 - 113 Street,
Edmonton, Alberta,
May 6th, 1968.

Dear Teacher:

Several weeks ago I sent you a questionnaire to be completed and returned to me. According to my records, this questionnaire has not yet been answered.

A high proportion of returns would greatly enhance the value of my study. Kindly help in this matter by completing and mailing your own copy of the questionnaire this week, please. Another copy is enclosed in case you have mislaid the first.

Your co-operation in this matter would be personally appreciated.

Yours sincerely,

D. A. Schmit.

QUESTIONNAIRE

All information given in this questionnaire will be held in strictest confidence.

Please answer ALL questions.

Data Code Number _____

I. TEACHER INFORMATION

Check the appropriate answer for each item.

- | | |
|--|---|
| <p>1. <u>Sex</u></p> <p>_____ (a) Male</p> <p>_____ (b) Female</p> | <p>4. Total number of years of teaching experience (include this year as one).</p> <p>_____ (a) 1 year</p> <p>_____ (b) 2 years</p> <p>_____ (c) 3 to 4 years</p> <p>_____ (d) 5 to 9 years</p> <p>_____ (e) 10 to 19 years</p> <p>_____ (f) 20 years or more</p> |
| <p>2. Marital Status</p> <p>_____ (a) Single</p> <p>_____ (b) Married</p> <p>_____ (c) Other</p> | <p>5. Total number of years teaching experience in your present school (include this year as one).</p> <p>_____ (a) 1 year</p> <p>_____ (b) 2 years</p> <p>_____ (c) 3 years</p> <p>_____ (d) 4 to 5 years</p> <p>_____ (e) 6 to 10 years</p> <p>_____ (f) 11 years or more</p> |
| <p>3. Percentage of time spent teaching junior high classes.</p> <p>_____ (a) 50% or more</p> <p>_____ (b) less than 50%</p> | |
| <p>6. Total number of years of academic and professional training beyond high school.</p> <p>_____ (a) 1 year or less in a Normal School, Teachers' College, or university.</p> <p>_____ (b) 2 complete years but less than 3 in a university and/or teachers' College.</p> <p>_____ (c) 3 complete years but less than 4 in a university and/or Teachers'</p> | |

- College.
- _____ (d) 4 complete years but less than 5 in a university and/or Teachers' College.
- _____ (e) 5 complete years but less than 6 in a university and/or Teachers' College.
- _____ (f) 6 or more complete years in a university and/or Teachers' College.

II. ORGANIZATIONAL AUTHORITY INVENTORY

The following section asks about your perception of hierarchical authority in your school organization. For each statement indicate how well the statement describes your school.

There are five possible answers to each statement. They are:

Definitely True (DT)		Partially False (PF)
	Undecided (U)	
Partially True (PT)		Definitely False (DF)

For each statement circle the answer which you feel comes closest to describing your own school organization.

- | | | | | | |
|---|----|----|---|----|----|
| 1. I feel that I am my own boss in most matters. | DT | PT | U | PF | DF |
| 2. A person can make his own decisions without checking with anyone else. | DT | PT | U | PF | DF |
| 3. No one can get necessary supplies without permission from the principal or vice-principal. | DT | PT | U | PF | DF |
| 4. Each staff member is responsible to an administrator, to whom he/she regularly reports. | DT | PT | U | PF | DF |
| 5. There can be little action until an administrator approves a decision. | DT | PT | U | PF | DF |
| 6. How things are done in the classroom is left pretty much up to the individual teacher. | DT | PT | U | PF | DF |
| 7. Staff members of this school always get their orders from higher up. | DT | PT | U | PF | DF |

8.	Any decision I make has to have my superior's approval.	DT	PT	U	PF	DF
9.	A person who wants to make his own decisions would quickly become discouraged in this school.	DT	PT	U	PF	DF
10.	Even small matters have to be referred to someone higher up for a final answer.	DT	PT	U	PF	DF
11.	Staff members here are allowed to do almost as they please.	DT	PT	U	PF	DF
12.	I have to ask the principal before I do almost anything.	DT	PT	U	PF	DF

III. ROLE ORIENTATION SCALE*

Please indicate the degree to which you personally agree or disagree with each of the statements below by circling the appropriate response.

There are five possible answers for each statement. They are:

Strongly Agree (SA)	Disagree (D)
Agree (A)	Strongly Disagree (SD)
Undecided (U)	

Work rapidly. First reactions are important. Please react to every item whether or not you feel that you have enough information to make a judgement.

1.	It should not be permissible for a teacher to violate rules even if it is felt that the best interests of the students will be served by doing so.	SA	A	U	D	SD
2.	Unless a teacher is satisfied that it is best for the student, a teacher should not do anything which the teacher is told to do.	SA	A	U	D	SD

*Used with permission of Dr. Hrynyk. Dr. Hrynyk used this instrument in his study, "Correlates of Professional Role Orientation in Teaching," unpublished Ph. D. dissertation, Edmonton: University of Alberta, 1966.

3. A good teacher should not do anything that may jeopardize the interest of his students, regardless of who gives the directive of what the rules state.	SA	A	U	D	SD
4. Teachers should be allowed to make their own decisions about problems that come up in the classroom.	SA	A	U	D	SD
5. Small matters should not have to be referred to someone higher up for a final answer.	SA	A	U	D	SD
6. The ultimate authority over the major educational decisions should be exercised by qualified teachers.	SA	A	U	D	SD
7. Decisions concerning textbooks, references, and courses of study should be made by teachers or groups of teachers and not by the Department of Education.	SA	A	U	D	SD
8. Teachers should not be more concerned than they presently are about the adequacy of the school's program for all students.	SA	A	U	D	SD
9. Teachers should try to live up to what they think are the standards of the profession even if the administration of the community does not seem to respect these standards.	SA	A	U	D	SD
10. The degree of respect that it commands from the other teachers around the province is not a major criterion of a good school.	SA	A	U	D	SD
11. Teachers should subscribe and read the major professional journals.	SA	A	U	D	SD
12. A teacher should not try to put his standards and ideals of good teaching into practice if the procedures of the school prohibit it.	SA	A	U	D	SD
13. A teacher should be a member of at least one specialist council and should take an active part in it.	SA	A	U	D	SD

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| 14. | A teacher should consistently use the best educational practices even though the administration prefers other views. | SA | A | U | D | SD |
| 15. | A teacher should not give more consideration to the views of other teachers than to those of the public. | SA | A | U | D | SD |
| 16. | It is vital that a teacher should possess a knowledge of subject matter. | SA | A | U | D | SD |
| 17. | Teachers should be evaluated primarily on the basis of their knowledge of the subject which they teach. | SA | A | U | D | SD |
| 18. | Teachers should be evaluated primarily on the basis of their ability of communicate knowledge. | SA | A | U | D | SD |
| 19. | Persons should be allowed to teach in Alberta even if they do not hold at least the equivalent of a B. Ed. | SA | A | U | D | SD |
| 20. | In view of the teacher shortage, persons who do not meet Alberta certification requirements should be allowed to teach. | SA | A | U | D | SD |
| 21. | A teacher who has earned superior grades while at university will not be a better teacher than one who earned average grades. | SA | A | U | D | SD |
| 22. | A teacher's practice should be based primarily on his acquaintance with educational literature and research | SA | A | U | D | SD |
| 23. | Knowledge of educational theory is vital for effective teaching. | SA | A | U | D | SD |

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| 24. | Membership in The Alberta Teachers' Association should be more important to teachers than membership in most other organizations to which they belong. | SA | A | U | D | SD |
| 25. | I do not feel that I am a real integral part of the provincial association. | SA | A | U | D | SD |
| 26. | If I had the choice I would not belong to the Alberta Teachers' Association at the provincial level. | SA | A | U | D | SD |
| 27. | Non-conformist members are given too much freedom by the Association. | SA | A | U | D | SD |
| 28. | The provincial association does not exercise enough control over educational matters in the province. | SA | A | U | D | SD |
| 29. | In case of a dispute between the Alberta Teachers' Association, at the provincial level, and some other provincial authority or agency, the teacher owes his prime loyalty to the A.T.A. | SA | A | U | D | SD |
| 30. | All teachers should be subject to a common code of ethics or standards of professional conduct. | SA | A | U | D | SD |
| 31. | The Alberta Teachers' Association is not the best body to oversee the enforcement of a code of ethics for teachers. | SA | A | U | D | SD |
| 32. | Only the A.T.A. should speak for all teachers on a professional matter. | SA | A | U | D | SD |

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| 33. | Teachers should not be expected to give after-hours instruction to pupils who are not doing well at their school work. | SA | A | U | D | SD |
| 34. | A teacher has no responsibility to promote needed changes in society through his contact with students in the classroom. | SA | A | U | D | SD |
| 35. | A teacher's primary responsibility is to serve the community in which he teaches. | SA | A | U | D | SD |
| 36. | The best way to produce social change is through the schools. | SA | A | U | D | SD |
| 37. | I would rather teach than do anything else for a living. | SA | A | U | D | SD |
| 38. | Because of what I am able to do for society I would continue to teach even if I could earn more money at another vocation. | SA | A | U | D | SD |
| 39. | A good teacher should be interested in promotions even if they deny him the opportunity to work directly with children. | SA | A | U | D | SD |
| 40. | The greatest satisfaction in teaching is seeing the success of former students. | SA | A | U | D | SD |
| 41. | The most useful results of a teacher's work are the changes produced in young people | SA | A | U | D | SD |
| 42. | Only teachers can satisfy the educational needs of students. | SA | A | U | D | SD |
| 43. | Teachers should be equally ready to work for any school board in the province wherever their services are needed. | SA | A | U | D | SD |

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| 44. A teacher should be prepared to devote the whole of his working lifetime to the occupation of teaching. | SA | A | U | D | SD |
| 45. Canadian society would not be able to survive without the service of teachers. | SA | A | U | D | SD |
| 46. Every student, no matter what his social status or ability, should receive equal educational service from a teacher. | SA | A | U | D | SD |
| 47. A teacher should not encourage as many of his students as possible to enter teaching. | SA | A | U | D | SD |

IV. TEACHER SATISFACTION

The following statements show some of the ways teachers feel about the teaching situation in their school.

For each item, please place a check mark in front of the statement which most accurately and honestly tells how you feel about your present teaching position and present school.

1. Check the one statement below which best indicates your satisfaction with your present teaching position in all its aspects:
 - ☐ (a) It is difficult to imagine a more satisfactory teaching situation.
 - ☐ (b) This teaching situation is one of the best I know of.
 - ☐ (c) I consider this among the average teaching situations.
 - ☐ (d) This situation is slightly below average.
 - ☐ (e) I consider this among the poorer teaching situations.
2. Check the statement which best indicates your feeling of how good an organization your present school is to teach in.
 - ☐ (a) It is probably one of the poorest school organizations in which to teach that I know of.

- _____ (b) It is below average as a school organization in which to teach.
Many others are better.
- _____ (c) It is only an average school organization in which to teach.
Many others are just as good.
- _____ (d) It is a good school organization in which to teach but not one of
the best.
- _____ (e) It is an excellent organization in which to teach -- one of the
best I know of.
3. Check one of the following statements to show how much of the time you
are satisfied with your job.
- _____ (a) Most of the time.
- _____ (b) A great deal of the time.
- _____ (c) About half the time.
- _____ (d) Occasionally.
- _____ (e) Seldom.
4. Check the statement which best tells how you feel about changing your
teaching position.
- _____ (a) I would quit my position now if possible.
- _____ (b) I would take almost any other position in another school if I
could earn as much money as I am earning here.
- _____ (c) This teaching position in this school is as good as any other for
the same money.
- _____ (d) I am not eager to change positions but would do so if I could
make more money.
- _____ (e) I do not want to change schools even for more money because
this is a good one.
5. Suppose you had a very good friend who is looking for a teaching position
and you know of a vacancy in this school for which your friend is well
qualified.

Would you:

- _____ (a) Recommend this school as a good one to which he might apply?
- _____ (b) Recommend this school but caution your friend about its shortcom-
ings?
- _____ (c) Tell your friend about the vacancy but not anything else, then
let him (her) decide whether to apply or not?
- _____ (d) Tell your friend about the vacancy but suggest that he (she) look
for other vacancies elsewhere before applying?

- _____ (e) Try to discourage your friend from applying by telling the bad things about the school?

Thank you for your co-operation.

